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ABSTRACT

This guide has been created by Project TUTOR to assist elementary schools in the development and implementation of a cross-age tutoring program. The guide notes that the TUTOR experience is designed to build self-esteem and increase resiliency in elementary students by acknowledging accomplishments, supporting learning, and encouraging community involvement while providing practical experience to preservice teachers. The guide is divided into the following explanatory sections: (1) "Why Do Cross-Age Tutoring?"; (2) "How to Manage a Cross-Age Tutoring Program"; (3) "How to Start"; (4) "How to Implement Your Program"; (5) "Sample Forms"; and (7) "References" (7 items). (BT)

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Project TUTOR's "How To" Guide

For Implementing A Cross-Age Tutoring Program In Your Elementary School

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California Institute on Human Services
Sonoma State University

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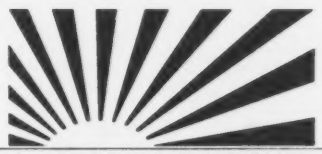
For Implementing A Cross-Age Tutoring Program In Your Elementary School

Contributions by
The Sonoma State University and Santa Rosa Junior College
Learn and Serve America Participants
&
Southwest Santa Rosa Student Tutors

Edited by
Julie McClure & Lynne Vaughan, M.A.



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This "How-To" Guide has been created by Project TUTOR staff and participants to assist elementary schools in the development and implementation of a cross-age tutoring program. It is derived from our experiences in working in Southwest Santa Rosa elementary schools as teachers and mentors to 4-6th grade tutors and supplemented with research from other successful cross-age tutoring programs.

Project TUTOR, a Learn and Serve America program, trains "future teachers" from Sonoma State University and the Santa Rosa Junior College to work in local elementary schools where they coach and teach 4th-6th grade students. These elementary students, with the help of their college mentors, then become tutors and resources for younger students who could use "a little help from their friends."

The TUTOR experience is designed to build self-esteem and increase resiliency in elementary students by acknowledging accomplishments, supporting learning, and encouraging community involvement while providing practical experience to pre-service teachers.

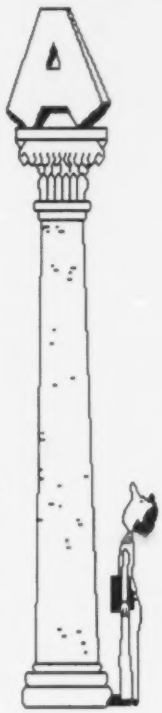
For more information on Project TUTOR, please contact Julie McClure at (707) 664 4232.

WHY DO CROSS-AGE TUTORING?

Cross-age tutoring programs provide benefits to all who participate. It's a win-win-win program that addresses community health, individual self-worth, and academic performance.

For the School...

- Uses low cost strategy to increase student success/address behavioral problems
- Utilizes a "built in" supply of tutors right on your own site
- Can be scheduled before, during, or after school
- Creates inter-grade connections
- Builds a sense of "family" on the school site
- Reinforces cooperative learning strategies
- "Grows" future cross-age tutors from tutees



For the Tutor...

- Increases self confidence
- Develops leadership skills
- Improves basic skills in the tutoring discipline (especially for underachievers)
- Enhances listening and communication skills
- Creates a sense of personal responsibility and caring
- Emphasizes the need to maintain "role model" status academically and behaviorally
- Develops the ethic of service

For the Tutee...

- Gives extra one-on-one, individualized attention
- Increases basic literacy and/or mathematics comprehension and skills
- Learns from a "big kid" role model who is closer in age and experience
- Tutors model the ethic of service

Research shows that while the tutors benefit most from a cross-age program, primary grade student skills increase almost as much with a trained intermediate grade tutor as with an adult tutor!

HOW TO MANAGE A CROSS-AGE TUTORING PROGRAM

Program Management Options

- Staff
- Parents' Organization
- University or Community College
- External Program
- Mixed

Even the most basic cross-age tutoring programs require some organization and management. Clearly, someone must be in charge!

Some tasks, such as determining the tutoring approach and who will be tutored, must involve the teachers, but that doesn't mean that school staff has to run the program. There are many ways to approach cross-age tutoring program management:

Staff-Management

In this model, a staff member manages the program as a volunteer, as an "extra duty" or stipend assignment, or as part of his/her assigned duties. This staff member could be a classroom teacher, reading teacher, Title I teacher, resource teacher, teacher assistant, librarian, etc. S/he interfaces with the teachers to establish the approach, materials, scheduling, assistance with monitoring, selecting the tutors and tutees, and reporting on progress.

Parents' Organization Management

In this model, the parents' organization manages the program, usually with one general manager and a small, solid group of volunteers who split up the assignments (e.g., procuring, organizing, and cataloging materials and supplies; providing monitors for the tutoring sessions before and after school; organizing recognitions and parties; etc.) School staff interface with the general manager and with the teachers supporting the parent organizer in the same way they would a staff organizer.

University or Community College Management

In this model, students from the community college or university manage the program. Students can come from the college work-study program, a community service program, or a School of Education program. A group can work together, much as in the parents' organization model, to spread the responsibility. A single student could do the work of the general manager through a paid work-study program or for class credit.

External Program Management

In this model, an organization which offers after school child care or safe haven services manages the program, interfacing with a contact teacher at the school. The intermediate grade tutors can still be given class credit and school recognition, and tutees are selected by the teachers, but the actual setting and supervision of the program are the responsibility of the external organization, such as the Boys and Girls' Club, Latchkey Child Care, etc.

TUTOR TIP

Do not forget the wealth of resources among parents and community members/ organizations when planning your program. They can be a great asset to any cross-age project.

Mixed Management

In this model, two or more groups share the management responsibilities for the program, dividing the responsibilities in whatever method is most appropriate to meet individual needs. This is the model used by Project TUTOR which infuses university and community college students into an externally managed program at several sites and into a school staff managed program at others. In these models, the university/community college students participate in or manage the tutor training and provide consistent or intermittent monitoring services, again, ending on individual site needs. This approach, while complex, allows volunteer goals and abilities to be effectively matched with school and student needs.

HOW TO START

While individual school circumstances vary, the steps in creating a cross-age tutoring program are fairly similar.

⇨ Find Partner Teachers.

One or more primary grade teachers and one or more intermediate grade teachers must be involved. In small programs, teachers partner informally and share the project duties. In large programs, one teacher often takes the project lead as an "extra duty" assignment or for a small stipend. Early planning meetings, either with entire school staff or just those participating teachers, will facilitate the development of shared goals and a time line that works for all involved.

⇨ Determine the Content.

Tutoring can be used in a variety of disciplines and to generate different outcomes. If you want to produce academic skill gains for tutees (and tutors!), tutoring must teach academic skills, most often in basic reading and mathematics. You can focus on just one area (e.g., reading); focus on reading or math, depending on student needs; or focus on reading for some grades and math for others. On the other hand, if you want to develop good homework habits and prepare underachieving students to be more successful in classroom activities, tutoring can focus on homework assistance or "pre-teaching" of skills soon to be introduced in the classroom.

The advantage of the skills approach is that it provides extra support to students in the primary grades to ensure that they have mastered basic reading skills and mathematical concepts, thus addressing the political (and moral) mandate that every child should be reading and functional in basic math concepts by the end of grade 3. And, obviously, the earlier the child masters these basic skills, the sooner they can move to more challenging and enriching critical thinking and conceptual problem-solving. The disadvantages are that this approach requires more materials organization and much greater tutor training and monitoring/support than the homework approach.

The advantage of the homework or pre-teaching approach is that it directly supports the classroom instruction and classroom success. This not only builds good study habits, it also improves self-image and classroom behavior. Generally, materials are supplied by the classroom teacher, and this is both an advantage and a disadvantage. The disadvantage is that the program depends on the teacher to provide the assignments, and teachers are extremely busy. Sometimes providing this type of support becomes a "burden" on teachers and places the tutor coordinator(s) in the uncomfortable position of having to ask repeatedly for the materials the tutoring program needs.

The Project TUTOR Training Manual provides hands-on activities for use in the cross-age setting and provides general content guidance. Contact Julie McClure, CIHS, Sonoma State University, 1801 E. Cotati Ave., Rohnert Park, CA 94928, (707) 664 4232 for details.

Determine the Methodology.

This is essential for skills-based tutoring, and not an issue for the homework or "pre-teaching" approach. Most teachers feel strongly about how reading and math skills should be taught and reinforced, and the tutors' methods should reflect this approach. For example, many cross-age tutoring programs use math manipulatives, board games, or engaging educational software to teach number concepts and simple math skills. Reading approaches often include reading readiness and phonics games or a very simplified adaptation of "Reading Recovery" techniques. The approach chosen should mirror or extend classroom instruction and allow for fun and plentiful positive reinforcement.

TUTOR TIP

It is very important to begin the planning process early to ensure that the cross-age relationships have a chance to develop. There's more up-front time needed than you might think!

Lesson Plan Format: You will also want to decide whether or not to use a lesson plan format. Proponents feel that the lesson plan format is crucial to maximizing tutoring success, especially with skills-based tutoring. The advantages are that the lesson plan provides structure, timing/pacing assistance, and consistency for tutor and tutee. It can also ensure variety within the tutoring session and help the tutor offer learning opportunities for different intelligences and learning styles. The major drawback to the lesson plan format is that its very consistency can lead to boredom with the predictable movement from one activity to the next. Programs using a lesson plan format frequently schedule special events to address this issue. One excellent example of the lesson plan format is in the Title I/Special Education-sponsored cross-age tutoring program at Davidson School, 436 Del Sur, Vallejo, CA 94591; contact Ms. Susan Miracle at (707) 556 8430.

⇨ Name Your Program.

It is important to cultivate an identity for the cross-age tutoring efforts at your school. The kids can be *cats & cubs, bulldogs & pups,* or *buddies* but creating a fun name for the students and the community to identify with is integral to the program's success.

⇨ Get the Materials.

Again, for the homework or pre-teaching approach, the classroom teacher will supply the materials. For a skills-based program, the school must gather the materials, and this usually involves a major effort at the beginning of the project with on-going development, collection, and cataloguing.

Math Materials: For math, a good number of games or software programs should be available for each concept (e.g., place value) and basic skill (e.g., subtraction) as well as for general math applications. This will give tutors a variety and ensure that the process doesn't get boring! Materials should be fun, and there are a great many sources such as the "fun with math" sections in some now outdated math books, the extension activities in manipulative programs, "real" card games, and kid-appealing software like "Treasure Math Storm."

Reading Materials: Reading often requires book sets of graduated difficulty commercially developed or collected which allow students to build skills incrementally. These are commercially available from such distributors as The Wright Group (800) 523 2371 and the Rigby Company (800) 822 8661. Patterned readers are available from a variety of distributors such as Educator's Publishing Service. Many districts have also created their own incremental skill building list from books available in the library, much like *Reading Recovery* does.

Cataloging/Storage: You will want to catalog the materials in some way that makes them easily accessible to the tutors. For example, basic addition games could be numbered and stacked in boxes on the "addition shelf" of a storage cabinet, making it easy for the tutor to use a variety of approaches (e.g., flash cards, board game, card game, color by added number picture, CD ROMs, etc.) in one session.

Arrange for Supplies.

Be sure that supplies are available with the materials—small chalkboard, chalk, eraser, pencils, paper, crayons, composition book, sentence strips, score sheets, extra dice and markers for board games, etc. Each tutor/tutee team needs a zip lock bag or plastic notebook zipper case to keep the supplies they always use (e.g., the chalkboard, chalk, and composition book for a reading team or the dice, markers, and composition book for a math team.) Each team also needs a file in an accessible filing cabinet.

Determine the Schedule.

Tutoring can be done anytime, but research shows that best results are obtained with a minimum of 3 times a week for at least 20 minutes actual tutoring time. (Allow 30 minutes minimum for the session to include warm up, materials prep, tutoring, and record keeping). Your school will need to determine if the project will use before school, after school, lunch time, pull out, or whole class scheduling. There are advantages, disadvantages, and relative costs associated with each model.

Before/After School Program: Before and after school tutoring is very successful in areas where most students walk to school (or the district has a later bus option), and the neighborhood is safe for children to walk through in small numbers. The advantages are that no separate space is required during the school day, no students are pulled out of class, and no students lose their lunch recess; this format also creates the option of external program management. The disadvantages are that tutor and tutee availability depends on parents' ability/motivation to help their children arrive early or stay late, busing may dictate that some children cannot participate, and school personnel (to the extent they are involved in tutor training and monitoring) must also be at school early and/or late which may conflict with personal schedules or other school activities.

Lunch Time Program: Lunch time programs work well in schools that have extended lunch hours—at least 50 minutes. This allows students 20 minutes to eat and 30 minutes to tutor. Most lunch time programs operate only three times a week to allow students two days to play. The advantages are that the students are all on campus and can all be served, space is available during lunch time, and additional monitors, such as college students and parents, may be available to help. The primary disadvantage is that lunch time tutoring eliminates lunch time play, an important break for many students.

Pull-out Program: While pull-out has a bad reputation through Title I research, pull-out for other programs like Reading Recovery has been praised. There seem to be a few decisive factors on the effectiveness of pull-out programs: they need to provide one-on-one (not small group) tutoring, they need to be a natural part of the classroom pattern so there is no stigma (e.g., at 11:30, half the class goes for cross-age tutoring while the other half does individualized seat/computer work), and they need to be scheduled with the agreement of the classroom teacher so that new instructional material will not be presented during that time. If the program is teacher-managed (as most pul- outs are), the teachers can even rotate, with the classroom teacher working in the cross-age tutoring room part of the time, while the tutoring teacher takes his/her class. A successful pull-out cross-age tutoring program in reading is being operated by Shearer School, 1590 Elm St., Napa, CA 94559; contact Ms. Tamara Schouten at (707) 253 3847.

Whole Class Program: Whole class tutoring programs address many of the issues that arise in pull-out situations in that all the students in a given intermediate grade class are trained in tutoring techniques and matched with all the students in a primary grade class. The tutoring pairs then meet three times a week for 30 minutes, and tutors are given an additional 20-30 minute training session weekly. The advantages are the ease in scheduling; the fact that every primary grade child gets one-on-one instruction from a person Vygosky refers to as a "more capable peer," and research shows this to be effective for children at every achievement level; and every intermediate child gets the opportunity to learn important communication skills as well as the importance of contributing to the community. The disadvantages are that many more materials and supplies are required (e.g., multiple sets of little books), it takes 1.5 hours/week from intermediate grade students who might have used the time to master their own material, and that some intermediate grade students may not relate well to their younger peers.

⇨ Determine Program Length.

The final scheduling issue to be addressed is how long a tutee and tutor will spend in the program. Here practice varies widely. Some programs use the Reading Recovery model of one semester for a tutee, barring unusual circumstances. Others use a year maximum, and still others place no maximum at all on participation, leaving that decision to the classroom teacher. Most programs require that tutors commit for a full semester, with the option of signing up again for a second semester if they are eligible. A whole class program usually operates for one semester.

⇨ Choose the Tutees.

The choice of tutees clearly depends on school/teacher philosophy; however, virtually all skills-based tutoring programs (except those that are whole class) focus on K-3 students not yet demonstrating mastery of basic mathematics concepts and/or reading skills. Many use the Reading Recovery selection process, that is, choosing the students from each class in greatest need and serving those with the fewest developed skills first, adding the more skilled students as more tutors become available. A before/after school program structure limits the choice to those students who can walk or have appropriate transportation. When tutees have been chosen, the program should send a letter to the parent/guardian explaining the program and welcoming their visits or calls; parent permission is required by most school districts for participation in before/after school programs. It is very helpful to have the primary grade teacher fill out a tutee form that indicates the child's current status in reading and/or math skills and any "special considerations" the teacher feels should be taken into account when the match is made.

⇨ Choose the Tutors.

Except in whole class models, you will need to choose tutors to participate in the program. Here, again, practice varies widely. Many successful programs are committed to using at-risk students, including those whose basic skills in reading and/or mathematics are minimal. With good training and support, these students have proven to be excellent tutors, and their own skills, grades, standardized test scores, and attitude toward school have improved immensely. Other programs have determined that students engaged in cross-age tutoring should only be those with good grades to begin with, in order to provide appropriate role models and ensure that participation in the program will not endanger the tutor's school progress. In either model, prospective tutors must have commitment, be willing and able to follow directions, and have a positive attitude about helping others. A good attendance record is also helpful, but participation in a cross-age tutoring program has also been shown to improve tutor attendance that had been spotty in the past.

TUTOR TIP

It is not necessary that tutors be the best scholastic performers. Often those students who struggle in school benefit the most from their tutoring work.

Inclusion: Cross-age tutoring programs are often most beneficial to children with special needs. All children can gain confidence and acceptance by becoming tutors for younger children. From the planning stage on, consider how to best include children in special education, children with disabilities, and limited English proficient students in your program. For an example of a program that works primarily with LEP children contact Margaret Coons, Children's Own Stories, Bellevue Elementary School, 3223 Primrose Avenue, Santa Rosa, CA 95404, (707) 542 5195.

Recruitment: Usually the recruitment of tutors is handled by the classroom partner teacher who explains the nature of the program and asks students to consider applying. If an external agency is handling the program, a representative may come in as a guest speaker to make the same kind of announcement. In some cases, intermediate teachers are simply asked to recommend students, and then these students are approached as prospective tutors.

Applications: Most programs, except whole class, ask tutors to apply; this gives them the experience of filling out an application and lends a note of seriousness to the process. Some application forms call for a teacher reference and a parent's signature. Other programs postpone this part of the process until the tutors have attended the initial orientation and are more sure of their own commitment. A sample application is in the Sample Forms section of this Guide.

Orientation: A tutor orientation is important to explain how cross-age tutoring works, the expectations of tutors, the responsibilities they will have, and the benefits they will enjoy. At this point, prospective tutors may opt not to continue. Those choosing to stay will need to complete a parent permission form; this is particularly important for those involved in a pull-out program who will be missing a half hour of class daily.

TUTOR TIP

With training, advice, and encouragement you are likely to see a shy, insecure child develop into a leader, a Tutor. Tutors feel better and better about themselves both socially and academically as the program progresses.

HOW TO IMPLEMENT YOUR PROGRAM

Now that you have completed the planning you are ready to begin to implement your cross-age tutoring program. This stage requires a good deal of effort but is definitely the most fun!

⇨ Train the Tutors.

Training the intermediate grade tutors is a continuous process. It begins with the initial training sessions which last in some programs as long as 5 hours held over a 2 week period. Programs usually build in tutor training throughout the year. A highly effective model has tutors dedicate most of their time in the beginning and then as the relationship between tutor and tutee builds, more time is spent working directly with the K-3 grade students. Training should, however, be ongoing—with assistance and support readily available to the tutor at all times.

Approach: The content of the initial training depends largely on the approach, as discussed above. Those programs using a skill-based approach and a lesson plan format will have the most initial training; those using the classroom support approach and no lesson plan will have the least. The goal of the initial training in the approach is to produce tutors who feel fully confident in their ability to carry out the approach in the first week of the tutoring program.

Assessment: In most programs, tutors are asked to do some type of assessment of tutee progress. Some of the more structured programs, such as the Davidson model discussed above, have on-going assessment logs that tutors complete on a daily basis. Whatever the tutor's responsibility is, it is important to discuss this in the initial training, so these practices are instilled from the beginning.

Other Essentials: There are other significant "must do" items to be included in the initial training, the most important of which is interpersonal training. On the most basic level, this involves not talking about their tutee as "slow" or in need of remediation. But, even more important is the fact that young children will build trust in their tutor and will share confidences about their families, neighbors, friends, and teachers. As tutors, they must understand the importance of guarding these confidences but still be able to discuss with an adult supervisor anything that makes them uncomfortable or worried. A second area of emphasis is in positive reinforcement. Tutors need to be taught positive reinforcement techniques and have guided practice in these techniques. Finally, tutors need active listening skills, which should also be taught and reinforced.

Content of On-going Training: On-going training allows you to support students, allows them to reflect on their experiences, and helps them build tutoring skills. Typically, an on-going training session allows tutors to showcase and celebrate their successes, work as a group to solve particular problems, review the assessment information from the last week and determine with the adult leader the appropriate next steps, learn how to use a new technique or play a new game, and ready the activities for the next week. Specific tutors are also recognized by the adults for their excellent work in particular areas. A small food treat is used in some programs to make this a mini-reward day. These sessions allow you to create rapport, trust, and positive group identification as well as building student competencies in tutoring and continuing to reinforce program expectations.

⇨ Prepare the Tutees.

Tutees need to understand that both they and their new tutors have been specially selected to participate in the program and that it will be a fun way to learn new skills. However, it is a privilege to be taken seriously; it is not "pretend to fall off your chair" time. (Behavior problems are rare in these programs when tutees are given guidelines.) Tutees may well have concerns or fears about the program that need to be aired, and they should be introduced to the format, place, and schedule to reduce the unknown factors as much as possible.

⇨ Match Tutees and Tutors.

There are several match issues to consider. Research indicates that same sex matches increase both the comfort level of both students and the role modeling factor. If cross-gender matches are necessary, an older girl-younger boy match has been shown to be more effective than an older boy-younger girl pairing. You may encounter a student who wishes to be matched with a sibling. If both agree, this can be a highly effective match. However, sometimes younger siblings have feelings of competition or inadequacy that may not make the match a good one, and this should be explored before pairing. Finally, there are personality match issues to be addressed; for example, some tutees enter the program as very shy children and need to be matched with tutors who will not overwhelm them. Program managers will know tutors fairly well by the end of the training session and can match with the tutees' "special characteristics" to give the pair the best chance for success.

⇨ Inform the Parents.

Parents should be informed both of their student's entry into the program as a tutor or tutee, as discussed above, and of his/her on-going progress. This can be a simple letter home (see Sample Forms) once each month or two to remind parents of the cross-age tutoring goals, the research behind benefits for tutors and tutees, and the format of the tutoring sessions. The letters can also inform

parents of any up-coming special events, request extra materials if the program runs on a shoestring, ask for help with special projects (e.g., a day to make a variety of board games or a parent to create a video for the program), or invite them to visit. As the ABC News video "Common Miracles" states, "Parents are a gold mine, virtually untapped."

⇨ Begin Tutoring.

To develop rapport and increase the comfort level for tutors and tutees, the first few sessions should be fairly orchestrated, even if the program is not using a lesson plan format. For the first session, in Buddy Reading, three Oakland, CA teachers tell how they match tutor and tutee in a whole class program by giving each tutor a puzzle piece that matches that of his/her tutee. Half of each class moves to the other classroom, and students pair up by matching puzzle pieces. Similar types of "ice breaker" activities can be used to match students through pair words (e.g., peanut butter and jam, Mickey and Minnie, etc.), non-verbal numbers (student pairs are given the same number and must find each other by holding up their fingers), etc.; other ice breakers be used to get the pairs to know each other better.

⇨ Monitor and Assess the Program.

There are many aspects of the program that require monitoring, and monitoring and assessment/evaluation go hand-in-hand.

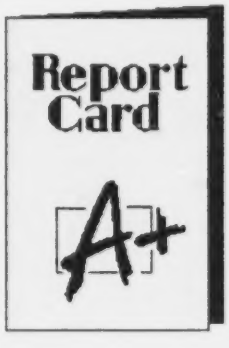
Monitoring: The primary monitoring issues deal with the two major factors in the cross-age tutoring equation: the tutor-tutee relationship and content issues. Monitoring of the tutor-tutee relationship is done in three ways: first, through adult observation during the tutoring sessions; second, through the weekly tutor training/debriefing/problem-solving sessions; and third, through informal "check-ins" with tutees. Problems can be addressed one-on-one or as generic and anonymous issues for the entire group. Content monitoring is done through adult observation during the tutoring sessions and through monitoring of tutee progress. Problems can then be addressed with the tutor individually or in the training sessions.

Assessing Tutor Satisfaction: A third type of monitoring is the monitoring of the tutors' level of satisfaction. Some programs, particularly those that are strongly structured, report that tutors hit a "doldrums" period between November and February when the honeymoon period is over and the newness has worn off, but tutees are still early in the learning curve and not making substantial progress in the eyes of the tutors. These programs employ tactics like "game days," when

students abandon part or all of the standard lesson format in favor of learning games, pizza parties on Fridays, special recognition assemblies, and lots of personal praise to keep tutors going.

Assessing Tutee Progress: The progress of the tutees is an obvious area, and the assessment approach mentioned earlier is the key to effective evaluation of your program. Because many districts no longer use standardized tests in grades K-2, you will need to establish your own measurement of success. Perhaps the best way to do this in a skills based program is to analyze your district standards for what students will know and be able to do at the end of each grade in reading and mathematics and devise simple tests to chart student progress toward meeting those goals. In a classroom support/homework assistance program, the key progress may be improved homework quantity and quality, the status of which could be determined with quarterly teacher responses. See an example in the Sample Forms section of this Guide.

Assessing Tutor Progress: Tutors in the intermediate grades often do take annual standardized tests in reading and mathematics, and their scores can be tracked and compared before and after the tutoring experience. In districts which do not use these tests, student grades, attendance, and behavior records can all be used as indicators of the (hopefully!) positive affect of the experience on the tutors. Project TUTOR and others also use the "Student Self-Esteem Inventory" published by Educational Data Systems, (408) 972 4424; this survey is useful as it has been nationally normed for students and provides an accurate measurement of the self-esteem issues that the schools have the greatest potential to impact.



⇨ Celebrate Success and Honor Service.

As with any volunteer program, it is essential to showcase the work of the volunteers and honor their service. However, with cross-age tutoring, the work's outcome—increased basic skills, increased attendance, increased homework quality, etc.—are also important to publicize, as they are the important goals for the school as a whole.

Acknowledge the Program: The most successful cross-age tutoring ventures acknowledge the program as one of the regular learning support systems or interventions in the school, listing it, for example, along with their Title I math lab, Reading Recovery program, and intergenerational senior citizen tutoring program. This provides appropriate status to the program as part of the school's "safety net" and promotes its importance to the participants, the parents, and the community. Such acknowledgment can be accomplished in the school handbook for parents, the school's academic standards for students at each grade level, program quality review reports, etc.

Publicize Success: Cross-age tutoring does work, and the successes of the program should not be "buried" in Title I reports that parents and community members seldom read. Consider employing any number of the following strategies or your own favorites: (1) Have the 6th graders make a short video about the program, with personal testimonies, tutoring in action shots, and the annual outcome data. This video can then be used to recruit tutors for the next year, as well as in school presentations. (Note: The local high school's video class or telecommunications program will probably supply teen mentors for the 6th graders involved in the production.) (2) Have the tutors develop a program display to be featured on one of the school's main entry or office bulletin boards with enlargements of tutors and tutees in action (and having fun!) beside an enlarged summary of last year's positive outcomes for tutors and tutees. (3) Have the tutors write a press release and send it, with pictures, to the local newspaper. (4) Prepare special annual reports to the PTA or parents' club and even a periodic report to the Board of Education featuring tutors and tutees to publicize the success, acknowledge the importance of the program, and honor the tutors' service.

Honor Service: Every program honors its tutors in different ways: supplying T-shirts, awarding certificates, recognizing tutors during assemblies at school, listing tutor names in the newspaper, featuring each tutor as a school star in the newsletter and/or on the office bulletin board, having tutees write special thank you notes with their picture on them, involving different tutors in the publicity efforts, slipping "attaboy" notes into tutor folders, providing an outing to the local skating rink or a party at someone's home, etc. These recognitions are essential to maintaining the program, and they should not be "saved up" for the end of the year. They need to be continuous to provide tutors with the support they need for the truly difficult job they are doing.

SAMPLE
FORMS

Be a Tutor!

As a "big kid" at FILL IN NAME OF SCHOOL, you're invited to become a cross-age tutor for a first or second grade student.

Some questions and answers about cross-age tutoring:

Will someone teach me how to tutor?

Yes! You'll learn how to help a first or second grade student LEARN TO READ or LEARN BASIC MATH or DO BETTER IN CLASS. We'll show you how to use the materials and let you practice. The training takes FILL IN at the beginning of the year. Then we'll meet every week to talk about how we're doing

Who will I tutor?

We will match you with a "tutee," a first or second grade student who needs help with READING or BASIC MATH or CLASSWORK. Your tutee will really like to work with you and will look up to you, so it's important to be a good role model.

When and where will I tutor?

You will come to FILL IN PLACE at FILL IN TIME on FILL IN DAYS.

What materials will I use?

We'll supply all the materials. FILL IN WITH DETAILS.

Do I have to be a great student?

No. You already know how to READ or DO BASIC MATH or DO FIRST GRADE SCHOOLWORK. But you will need to keep up with your own classwork while you're in the cross-age tutoring program—and you do need to listen and follow directions.

What if I don't like it once I begin?

We think you will really like cross-age tutoring. But if you take the training and think you won't like it, you can choose not to participate. Once you start tutoring, it's important to continue through the entire SEMESTER or YEAR because you're tutee will be counting on you.

- **Feel good about doing something for others**
- **Learn new skills**
- **Help younger children learn to read or do basic math**
- **Have fun!**

APPLY TODAY! See FILL IN in room FILL IN

Application for (Fill in School Name)
Cross-age Tutor Program

I would like to apply to be a cross-age tutor for a first or second grade student. I understand that I must commit (fill in time) on (fill in days) for the (fill in time period). I have talked to my parents about this program and have their approval to apply.

_____ _____ _____

Student Signature Room Date

Please answer the following questions:

1. Do you have a good attendance record?

2. Do you get to school on time?

3. Do you complete your classroom and homework assignments?

4. Do you listen to and follow directions well?

5. Do you speak a language other than English? If so, which language?

6. Have you ever worked with younger children? Tell us a little bit about your experiences.

Your Letterhead

Dear Parents:

The Cross-age Tutor Program at (name of school) is a leadership training program. During the school year fifth and sixth grade students are trained to serve as tutors for first and second grade students who need additional help in reading or math. This program takes place (days and time). The tutors meet with their assigned student (days) under the supervision of (name of adults). Every day(s), the tutors meet for further training and problem solving sessions.

Your child has been selected to participate in this program. Tutors will receive intensive, specialized training in working with first and second grade students in developing reading and math learning strategies. This training will be on-going throughout the year.

In addition, your child will be learning how to respond to others, share thoughts and feelings, make decisions, build self-concept (in themselves and others), develop leadership qualities, and communicate effectively. This program recognizes the power of students helping students and builds on that power.

Research shows that both tutors and their tutees make significant academic progress through cross-age tutoring. Parents and teachers in programs across the nation are very pleased with the resulting outcomes for all students.

If you have questions about this program or concerns about your child's involvement, please call (name) at (telephone number). Be assured that we will be in close contact with your child's teacher to make sure that your child is not missing essential learning in the classroom or falling behind in their studies.

Thank you for your support and for raising a helpful and generous child!

Sincerely,

(Please sign and return the bottom tear-off to the school)

Student Name _____

❑ I have discussed with my child his/her participation in this program and support his/her decision to be a cross-age tutor.

❑ I have discussed with my child his/her participation in this program and do not wish him/her to continue in this program.

_____ _____

Parent Signature Date

Your Letterhead

Date

Dear Parent/Guardian of (name of Tutee):

We are pleased to have (name of tutee) in the cross-age tutoring program at (name of school) and we are writing to tell you a little about the program.

Cross-age tutoring is a regular part of the (name of school) program to ensure that all students achieve their academic potential. We are particularly concerned that every student is reading at grade level and has mastered basic math skills by third grade. In the cross-age tutoring program, selected intermediate grade students are trained and supervised while they tutor younger children in reading and mathematics.

Research shows that students in grades K-3 who received cross-age tutoring learn more quickly and are more likely to enjoy reading and mathematics than students with similar achievement levels who do not participate in these programs. We believe that (name of tutee) will benefit greatly from participation in cross-age tutoring, both in terms of building basic academic skills and developing positive attitudes about learning.

If you have questions about this program or would like to observe a tutoring session a little later in the year, please call (name) at (telephone number). We will be sending you additional information on your child's progress and the project activities as the year progresses.

Sincerely,

(Your name)

TUTOR EVALUATION FORM

Period Under Review:

Name of Program & Location: _____

Name of Evaluator/Your Name: _____ **Position of Evaluator** (circle one) Teacher/Staff Tutor Volunteer Other

Instructions: Project Tutor requests that you list below the full name of each **4th, 5th, and 6th grade tutor** to whom you are providing services. To measure the effectiveness of those services *between the time each student began receiving services and the present*, we ask that you respond to each of the five areas listed below (attitude toward reading, amount of reading, reading comprehension, writing skills, and classroom behavior) for each student you work with. Please check *one* of four possible responses for each area. A self-addressed stamped envelope is included with this mailing. Please complete the form and *drop it in the mail by June 1, 1997*. Thank you.

Student's Last Name	Student's First Name	Please indicate the **attitude toward reading** exhibited by each student you mentor.	Please indicate the **amount of reading** for each student you mentor.	Please indicate the **reading comprehension** demonstrated by each student you mentor.	Please indicate the **writing skills** demonstrated by each student you mentor.	Please indicate the **classroom behavior** exhibited by each student you mentor.
		❑Improved ❑Same ❑Worse ❑No Improvement Needed	❑Improved ❑Same ❑Worse ❑No Improvement Needed	❑Improved ❑Same ❑Worse ❑No Improvement Needed	❑Improved ❑Same ❑Worse ❑No Improvement Needed	❑Improved ❑Same ❑Worse ❑No Improvement Needed
		❑Improved ❑Same ❑Worse ❑No Improvement Needed	❑Improved ❑Same ❑Worse ❑No Improvement Needed	❑Improved ❑Same ❑Worse ❑No Improvement Needed	❑Improved ❑Same ❑Worse ❑No Improvement Needed	❑Improved ❑Same ❑Worse ❑No Improvement Needed
		❑Improved ❑Same ❑Worse ❑No Improvement Needed	❑Improved ❑Same ❑Worse ❑No Improvement Needed	❑Improved ❑Same ❑Worse ❑No Improvement Needed	❑Improved ❑Same ❑Worse ❑No Improvement Needed	❑Improved ❑Same ❑Worse ❑No Improvement Needed

SUCCESS STORIES: If you have a success story about a tutor's progress, please take a moment to tell us about it by using the back of this form.

BEST COPY AVAILABLE

TUTEE EVALUATION FORM

Period Under Review:

Name of Program & Location: _____

Name of Evaluator/Your Name: _____ **Position of Evaluator** (circle one) Teacher/Staff Tutor Volunteer Other

Instructions: Project Tutor requests that you list below the full name of each **K-3rd grade** tutee to whom you are providing services. To measure the effectiveness of those services *between the time each student began receiving services and the present,* we ask that you respond to each of the five areas listed below (attitude toward reading, amount of reading, reading comprehension, writing skills, and classroom behavior) for each student you work with. Please check *one* of four possible responses for each area. A self-addressed stamped envelope is included with this mailing. Please complete the form and *drop it in the mail by June 1, 1997.* Thank you.

Student's Last Name	Student's First Name	Please indicate the **attitude toward reading** exhibited by each student you mentor.	Please indicate the **amount of reading** for each student you mentor.	Please indicate the **reading comprehension** demonstrated by each student you mentor.	Please indicate the **writing skills** demonstrated by each student you mentor.	Please indicate the **classroom behavior** exhibited by each student you mentor.
		❑Improved ❑Same ❑Worse ❑No Improvement Needed	❑Improved ❑Same ❑Worse ❑No Improvement Needed	❑Improved ❑Same ❑Worse ❑No Improvement Needed	❑Improved ❑Same ❑Worse ❑No Improvement Needed	❑Improved ❑Same ❑Worse ❑No Improvement Needed
		❑Improved ❑Same ❑Worse ❑No Improvement Needed	❑Improved ❑Same ❑Worse ❑No Improvement Needed	❑Improved ❑Same ❑Worse ❑No Improvement Needed	❑Improved ❑Same ❑Worse ❑No Improvement Needed	❑Improved ❑Same ❑Worse ❑No Improvement Needed
		❑Improved ❑Same ❑Worse ❑No Improvement Needed	❑Improved ❑Same ❑Worse ❑No Improvement Needed	❑Improved ❑Same ❑Worse ❑No Improvement Needed	❑Improved ❑Same ❑Worse ❑No Improvement Needed	❑Improved ❑Same ❑Worse ❑No Improvement Needed

SUCCESS STORIES: If you have a success story about a tutee's progress, please take a moment to tell us about it by using the back of this form.

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